

CORRELATION BETWEEN PARENTAL SOCIOECONOMIC STATUS AND STUDENTS' ENGLISH ACHIEVEMENT

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Abstract

The main purpose of this research was to find out if there was indeed a correlation between parental socioeconomic status and student's achievement in English at the eleventh grade students of SMA N 1 OKU. Next problem of this research concerned with the dominant indicator of parental socioeconomic status, student's achievement in English and correlation between parental socioeconomic status and student's achievement in English. This research used correlation method. The population of the research was the eleventh grade students of SMA N 1 OKU, consisted 435 students. The sample was 111 students that were taken by using purposive sampling of eleventh grade students' at SMA N 1 OKU in academic 2017/2018. The instruments used were questionnaire of parental socioeconomic status and the score of students' English report. Based on the data analysis and the result of investigation the dominant indicator that influenced parental socioeconomic status was parent's income with the percentage 59, 90%. Meanwhile, base on the students score there were no students in low level category, there were 25 students or 22, 52% got excellent category and there were 86 students or 77,47% got good category. It could be concluded that the students whose score were in good category came from good socioeconomic level. The coefficient of the correlation between parental socioeconomic status and students English achievement was 0,550. It means that null hypothesis (H_0) was rejected and consequently the alternative hypothesis (H_a) was accepted. Therefore, the research concluded that the dominant indicator that influenced parental socioeconomic status was parents's income. Next the most of students' English achievement were included in good category. Therefore there was positive correlation between parental socioeconomic status and student's achievement in English at the eleventh grade students' of SMA Negeri 1 OKU.

Keywords: correlation, parental, socioeconomic status, students english achievement

Introduction

Education is one of the important factors in person life because with education a person could increase intelligence, skill, potential, and through education could create a good personality. One of parameter which is used to measure the students success in education was student's academic achievement it's self (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Haryanto, Mukminin, Murboyono, Muazza, & Ekatina, 2016; Samanhudi, 2017; Luschei, 2017). Ghaemi and Yazdanpanah (2014) states that, academic achievement is the grade point averages of sophomore students in English Language and Linguistic Programs. So academic achievement is about how success the learner could master the materials of the subject matter.

In education process, some factors influence student's achievement. According to Aliyu (2016), there are common factor that can influence education process. First, visual situational factor include attitude, interest and believe of the community, government policies, the type of school, its history, the curriculum and the resources available. Second, learners factors include the maturational and readiness of the learner, his interest, intelligence and value, his hope and aspirations, his physical health condition and his self-concept. Third, the teacher factors are the

teacher education, training and experience her/his attitude to the subject and his students, his interest, values and his personality. Fourth, family factor is such as unsatisfactory housing condition.

Family factor is very important to the students because family is first institute that students know to teach them and parents are the immediate relation of students. Their financial status and education do have an important influence on the personality of students. In society, there are assumptions if the students have higher parental socioeconomic status so they will be easier to supply students need in education but if the students have lower parental socioeconomic status so they will be difficult to supply students need in education. The students that has good facilities in learning will be easier to follow the activity of learning process so their possibilities of success in education is better than the students who have bad facilities in learning, in this case, they are more difficult to follow learning process activity and their possibilities to fail in education is bigger. Goni and Bello (2016) state that, parental socioeconomic status refers to the conditions in the family that are concerned with interaction of social and economic factor. Parental socioeconomic status means status owned by the parent in the family. Some factors determined a family has higher or lower socioeconomic status. They were parent's education, parent's occupation and parent's income. That factor was influenced by socioeconomic status of parents because if the parents have good education so the possibilities to get better occupation than parents that have not good education. Therefore, if parents have good occupation so automatically their income increase and their socioeconomic status increase. Parental socioeconomic status could affect student's academic achievement because parents with high level of socioeconomic status are most likely to engage in activities that will develop the intellectual potential in their children and teach the way for them to perform satisfactory in school. In other to, highly educated parents are most likely to give the children the necessary academic foundations at home that will help them perform well in school.

Those reasons predicted that parental socioeconomic status has big contributions to support students' learning process which then, influence the student's academic achievement. There are three research questions to be answered in this research, namely: 1. What was the dominant indicator of parental socioeconomic status at the eleventh grade students of SMA Negeri 1 OKU? 2. How was student's achievement in English at SMA Negeri 1 OKU? 3. Was there any significantly correlation between parental socioeconomic status and student's achievement in English at the eleventh grade students of SMA Negeri 1 OKU?

Literature Review

Concept of parental socioeconomic status

Parental socioeconomic status is a combined measure of an individual or family's economic and social position relative to others, base on income, education and occupation (Saifi & Mehmood, 2011). Based on the Tariq's theory we know that, if parental socioeconomic status determined with the income of parents, level education and kind of occupation. Goni and Bello (2016) stated that, socioeconomic status of parents refers to the conditions in the family that are concerned with or related to the interaction of social and economic factor. Parental socioeconomic status is determined by an individual's achievement in education, employment and occupational status and income and wealth. Based on the Goni's theory also have similar with the Tariq's theory, if the socioeconomic status of someone can determined with some factor, they are education level of individual, employment and income or wealth. Therefore, according to Kapinga (2014), there are four indicators to determine parental socioeconomic status. They are parents' education level, parental occupation, parental income and home environment. Based on the Kapinga's theory we know that if home environment is one of the factor that can determined socioeconomic status of individual except education level, and

occupation. In addition, According to Suleman et al. (2012) parental socioeconomic status is the combination of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to other based on income, education level and occupational status. Therefore, Suleman and his friends also have the same theory if socioeconomic status is combination of two elements, they are economic and sociological and his element can measure by income, education and occupation of individual.

Factors that influence parental socioeconomic status

According to Saifi and Mehmood (2011), parental socioeconomic status is a combined measure of an individual or family's economic and social position relative to others, base on income, education and occupation. Parents' socioeconomic status has an important influence on their children personality development. Based on Tariq's theory above there was three factors effecting socioeconomic status, they explained bellow.

Parental income

According to Saifi and Mehmood (2011), income can define invariably as wages, salaries, profits, rents, and any flow of earnings received. However, another way of looking income is in the form of workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income can be looked at in two terms, relative and absolute. Absolute income is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals. Low-income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

Level of education

Kainuwa (2013) stated that the literature also suggests that level of education influences parents' knowledge, beliefs, values, and goals about children, so that a variety of parental behaviors are indirectly related to children's school performance. For example, higher socioeconomic status and high levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. According to Saifi and Mehmood (2011), Educational attainment corresponds to the SES because it is a cross cutting phenomena for all individuals. An individual's educational attainment is considered the benchmark for his overall achievement in life, reflected through his grades or degree.

Education is one of the factors that can influence parental socioeconomic status. Goni and Bello (2016) stated that parents with high level of education are most likely to engage in activities that would develop the intellectual potentials in their children and pave the way for the children to perform satisfactory in school. From the statement above, we can know highly educated parents are most likely to give their children the necessary academic foundations at home. Where it will help them perform well in school, also highly educated parents, have knowledge of the necessary high quality reading materials and nutrition to provide for their children to enable them to perform well in school.

Therefore Kapinga (2014) said that parents who reached a certain level of education had the ability to assist children doing school given homework. The findings also indicate that parents who reached secondary education or higher education level knew the need of buying

books, models, and maps for their children. So educated parents tend to motivate their children in matters related to schooling and support them academically.

Parents' occupation

Occupation refers to the work that a person's does or it was a person jobs or profession. Occupation here was one of the factors that influenced parents socio economic status, because occupation that having by parents fulfill necessary of their family. If someone has high sense level of occupation, so it could increased socio economic status of person.

Saifi and Mehmood (2011) state that, occupational prestige as one of the components of socioeconomic status comprises income and educational attainment. Occupational status corresponds to the educational attainment of an individual's through which, obtaining better jobs, exploring and retaining better positions becomes inevitable and thus improvement in the SES. Occupational status consequently becomes an indicator for our social position/ status in the society, hence, describing job characteristics, decision-making ability and emotional control, and psychological demands on the job (termed as emotional genius).

According to Kapinga (2014), the occupation included nurses, teachers, medical doctors, carpenters, electricians, masonry, businesspersons and women, and peasants. Education support to their children varied over the occupations of the parents. Parents from formal occupation had better position and assurance of helping students at home than those from the informal occupation. Formal occupation has monthly salaries which can be used to buy book and stationery for their children. Informal occupation such as peasantry, masonry and carpentry were the main self-employment occupations, which has no guarantee of getting basic requirements. Low social economic status level strongly affects the achievement of students, dragging them down to a lower level. It is observe that economically disadvantaged parents are less able to afford the cost of education of their children at higher levels, and consequently they do not work at their fullest potential.

While Gabriel et al. (2016) said that occupation as determination to their getting enough time to be with their children to assist in homework and guide them as well as visits their school. The occupation also determined how best they are able to pay school fees on time to avoid disruption of students learning. Occupation on that basis therefore can affect performance in school. Parental occupation, low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factor the students to academic achievement and attainment in the study locale. Based on the explanation from the expert above, the researcher concluded if the students that has good kinds parents occupation so parents income also higher and automatic the parents more easily to pay school fees on time.

Stratifications of parental socioeconomic status

There are many level in societies. There is rich societies, middle and poor category societies. Its not different with education level, there is high-level education. Their level education until university but not a few. Incontrast, there are so many people who only have low education level. Their level education only graduate to high school level or below. This case illustrates if in a society there are always any social strata because of differences in economic level, education, social status, power and others. According to Suleman et al., (2012) parent's socioeconomic status was classified into three categories. They are High socio Economic status, Middle Socio economic status and Low socio economic status.

High. Middle, and low classes

According to Suleman et al. (2012) high socioeconomic status parent's of the students have occupation like Bureaucrats, doctors, professors, Engineers, Businessman, Professionals and Gazetted officers, in short all those officials who work in BPS-16 to BPS-20. In this class, they

are a rich group like conglomerates, executive groups, and so on. In this class, all the necessities of life can fulfill easily. The children's education is became first priority, because the children who live in this class have good facilities and infrastructure in their study. Their chance to get extra education is very big. Therefore, this condition can come up spirit of children to learn because their parents can fulfill their facilities in learning.

According to Suleman et al. (2012) parental socio economic status can include in middle if parents occupational are Non Gazetted Officials, School Teacher blow BPS-16, Clerks, Office assistants, Steno Graphers, in short all those officials who work in BPS-7 to BPS-15, Class IV Officials, Airman, Constables, army Constables. In the middle class were typically the societies that have occupation like professionals, shopkeepers, and smaller businesses. Usually their occupation was in middle stage. In this class Even though their income was not too high like high class but they were having good position in society, their attention to children education is fulfilled and they are not worry about the economic. They were also having good learning facilities and a lot of time to learn.

According to Suleman et al., (2012) parental socio economic status can include in low socio economic status if the parents occupational are Jobless, Laborers, Transport workers and related workers. Lower class is a group that has income or a receipt from their occupation is much less, than their basic needs. The occupation which included in this category is a poor society and lose their ambition to achieve higher success. These groups include domestic servants, garbage transporters and other. Their appreciation for the life and education their children are very low and often does not care because their life is busy to fulfill basic need. Their attention to the family is very small, because they do not have the spare time to gather and relate among family members less familiar. In this class, the desires of the upper class are less because of economic and social reasons.

Student achievement in English

Achievement in English learning could be seen from the students mastery of English subject. Each students will obtain different achievement which depends on his or her effort. Ghaemi and Yazdanpanah (2014) state that, academic achievement is defined as the grade point averages of sophomore students in English Language and Linguistic Programs. An achievement is a something done successfully, typically by effort, courage or skill. Achievement is all about completing goals that have set for you. It means that achievement refers to what have accomplished of your dreams and being free the restrains of fear and disbelief.

Learning achievement is how much knowledge that the students obtain in learning English after they have followed teaching learning process in particular period of time. Student's achievement was the outcome of education .The extent to which a student's has achieved their education goal. Lawrence and Vimala (2012) stated that, student's achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. It was important to know learning achievement. Commonly learning achievement was about how success the learner can master the materials of the learning object. Although the definition learning achievement argued by different views of scholars, most scholars support the notion.

According to Feng, Fan and Yang (2013) learning achievement is target measured by competences of the learner in learning, which are shown by score as a sign and score. Therefore, learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter. From the definitions, if the students show good learning achievement, it means that the educations process is success, but when students show bad learning achievement, it means that the educations process has failed. Therefore, in learning English, student achievement also use to measure the success of teaching learning. Students English achievement refers to the scores that

students obtain in learning English after they have followed teaching learning process in particular of time.

Factor that influence students learning achievement

According to Aliyu (2016), some factors can influence students learning achievement. They divided into four groups; visual situational factors include attitude, interest and believe of the community, government policies, the type of school, its history, the curriculum and the resources available, learner factors here include the maturational and readiness of the learner, his interest, intelligence and value, his hope and aspirations, his physical health condition and his self-concept, teacher factors are the teacher education, training and experience her/his attitude to the subject and his students, his interest, values and his personality, and family Factors such as unsatisfactory housing condition, it may have a serious effect in educational achievement of a child. Families that are large in number, insufficient amenities, due to poor economic conditions could distract the interest and attention of the learner, which may affect the whole process. Children from satisfactory family on the other hand, that as sufficient amenities like internet that provide intellectual simulations. Education is welcome addition whereas on other hand, children from satisfactory families or those lacking those materials or amenities goes to school hoping to find the essential qualities lacking in their home. Naturally, the expectation of these two categories of learner differs. The socio economic status of the family has its own consequences to educational achievement. Inability to pay regular school fees due to unfavorable economic situation force some parents to send their children to substandard schools or even withdraw them the school.

Methodology

The method was a way employed by the researcher to collect and analyzed the data in order to solve the problem. In conducting this research, the researcher used correlation research. According to Fraenkel and Wallen (2012, p.328), correlation studies investigate the possibility of relationship between only two variables, although investigations of more than two variables are common. A relationship in this context refers to any tendency for two variables (or sets of data) to vary consistently. The researcher used this method to find the the correlation between parental socioeconomic status and students English achievement at the Eleventh Grade students of SMA Negeri 1 OKU.

In analyzing the data obtain from the test, the researcher used the following procedures, as a follow. Researcher used Likert Scale as a guide for asking questions with four alternative answers a, b, c, d to the questionnaire parental socioeconomic status. The researcher asked the students to choose the appropriate answer related to the questioner. In this questionnaire, the score were classified with the following details: Answer A has a value of 1, Answer B has a value of 2 Answer C has a value of 3, Answer D has a value of 4. According to Sudijono (2012:43) students' percentage is as follow:

$$P = \frac{F}{N} \times 100$$

Where: P: Percentage of students, F : Frequencies of students, and N: The total of sample

The Coefficient Correlation Analysis

The find out the correlation between two variable parental socioeconomic status (X) and students English achievement (Y), the researcher analyze the data by using Pearson Product

Moment Correlation. The statistical analysis was done by using statistical product and service solution (SPSS) program version 21.

In this case, coefficient correlation was consulting with the table of coefficient correlation interpretation of r value.

Table 1. *Coefficient interpretation value*

Scale interpretation	Index of correlation
0,800-1,000	high correlation
0,600-0,800	enough correlation
0,400-0,600	Strong enough correlation
0,00-0,400	Low correlation
0,00-0,200	Very low correlation

Coefficient determinants

The find out how far the contribution of the parental socioeconomic status variable (X) could influence students English achievement variable (Y) .The researcher analyzed the data by using analisis regresi linear (R Square) . The statistical analysis was done by using statistical product and service solution (SPSS) program version 21.

The find the significant correlation between parental socioeconomic status variable (X) could influence students English achievement variable (Y) .The researcher analyzed the data by using analisis regresi linear . The statistical analysis was done by using statistical product and service solution (SPSS) program version 21.

Findings

This part presented the data distribution of parental socioeconomic status and student's achievement in English to the eleventh grades students of SMA Negeri 1 OKU.

According to the result, the percentage of indicators of parental socioeconomic status, were parent's education got percentage 16, 67 %, parents occupation got percentage 27, 55% and parents income got percentage 59, 90 %. Therefore, the result above showed that the highest percentage of indicators of parental socioeconomic status was parents' income (59, 90%) and the lowest percentage was parents' education (16, 67%).

The researcher got the score from the students report second semester when they were ten grade it could be explained that there were 25 student (22,52%) who got excellent score, 85 students (77,47%) who got good score, no one students (0%) who got average score, no one students (0%) who got poor score and no students (0%) who got fail score.

The analysis data of correlation between parental socioeconomic status and student's English achievement to know the result of instruments had correlation or not. The researcher found the correlation of the variables after researcher had calculated the data by using SPSS 21 program. Based on the result of SPSS, it was found that the significant correlation (r_{xy}) was 0.550. It was consulted to the product moment table (r table) in significant level 5% for total of sample was 111 students and degree of freedom which r table was 0.1865. It was clear that 0.550 was higher than 0.1865, that was mean H_a was accepted and H_o was rejected. Therefore, there was correlation between parental socioeconomic statuses and their English achievement. The

coefficient correlation was 0.550. It was consulted to the table of coefficient correlation interpretation of r-value with coefficient interval 0.400-0.600 (strong enough correlation). It showed that 0.550 was higher than 0.400. So that was mean the correlation between parental socioeconomic status and students English achievement was strong enough at the eleventh grade students of SMA Negeri 1 OKU.

Based on the result of SPSS 21, the researcher could find the determine correlation was 0.302 or it is the same with 30.2%. It showed that the correlation between parental socioeconomic status and students English achievement 30.2%. It meant that student's English achievement 69.8% was influenced by the other factors.

The researcher found that the significant relationship was 6,875. It was consulted to the t distribution table $1.98197 < 6,875$ so from the result, Null Hypothesis (H_0) was rejected and Alternative hypothesis (H_a) was accepted. It meant that there was significant relationship between parental socioeconomic statuses and student's English achievement.

The result of this research that stated there was significant correlation between parental socioeconomic status toward students English achievement was supported by Kainuwa (2013), Children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. So it can be expected to achieve optimal learning outcomes. The students who have good parental socioeconomic status, it helped them to master all concept in the subject. This is in line with the reseach from Indrawati (2009), her research show if tere was significant correlations between parental socioeconomic status and students mathematics achievement. In her thesis, she found if the succes of teaching learning process it can be achieve if there was integration between external factors and internal factor. Based on the result of coefficient determine, it was found that parental socioeconomic status significantly influenced English achievement. Most of eleventh grade student's achievement in English learning was determined by other factors that are not included in this research. The parental socioeconomic status toward student's English subject gave contribution in English mastery.

Conclusion

Based on the findings and interpretation of the research, there were some conclusions could be drawn, the highest percentage of indicators of parental socioeconomic status was parent's income with the percentage was 59, 90%. It was meant parents have more income to show their socioeconomic status. Therefore the most of students' English achievement were included in good category with the percentage was 77,47%. Based on the result of data analyzing the value of correlation was positive strong enough or middle correlation between variables.

Therefore, the contribution of paental socioeconomic status could influenced students english achievement only 30,2%, its mean that student's english achievement 69,8% was influenced by the other factors. So from the findings above, the reseacher conclude there was significant correlation between parental socioeconomic statuses and student's English achievement at the eleventh grade students of SMA Negeri 1 OKU and students that have high level of parents' socioeconomic status their achademic achievement will be better than the students that have low level parent's socioeconomic status.

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